

# Course of Study

## 1. Course Details

This course provides for extensive study of French literature and culture from the Middle Ages to the present. Students will study novels, plays, poems, films, and non-fiction works produced in various historical periods, and will write a formal research paper. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

**Lawrence Park C.I.**



**TDSB**

Teacher(s): **C. Bigelow**

Faculty: **Modern Languages**

Faculty Office Phone:

Name of ACL: **Marie-Hélène Benais**

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ext. **20075**

Textbooks: N/A

Workbook:

*Le Linguiste Quatre – 12è Immersion*

*Le Portfolio du Linguiste  
12è Immersion*

Date revised: **3<sup>rd</sup> of September, 2011**

Course Name: **French Immersion, Grade 12 Academic**

Course Code: **FIF4U5**

Prerequisite Course Code:  
**French Immersion, Grade 11 Academic**

Credit Value: 1

Essential Resource Materials:

- Dictionaries

- Grammar resources

- Literature:

[\*Les Misérables Tome 2\*](#) – Victor HUGO

[\*Germinal\*](#) – Emile ZOLA

Works of various authors from various historical periods.

- Films:

[\*Les Misérables\*](#)

[\*Molière\*](#)

[\*Cyrano de Bergerac\*](#)

- Articles from newspapers, magazines, song texts, Internet, etc.

## 2. Overall Goals

The curriculum expectations for all FSL programs are organized into three strands that correspond to the main areas of language use: Oral communication (Listening and Speaking), and Written Communication (Reading and Writing). Curriculum expectations are also outlined in the Ministry documents: *"The Ontario Curriculum Grades 11 and 12; French as a Second Language -- Core, Extended and Immersion French (2000)"* .

### Overall Expectations:

By the end of this course students will:

- \* understand the content and interpret the message conveyed by a variety of media works;
- \* speak with native-like fluency on a variety of topics ranging from personal life to global issues;
- \* express and explain abstract ideas;
- \* use correct grammar and appropriate language conventions during oral communication activities.
- \* read a range of literary and other works to deepen their appreciation of francophone culture around the world;
- \* research a range of source materials to clarify their ideas and verify their points of view;
- \* analyse and interpret complete works or excerpts from works in a variety of genres;
- \* identify and understand language conventions used in their reading materials.
- \* write clearly, logically, coherently, and persuasively on a broad range of topics in a variety of forms;
- \* express and explain abstract ideas in their writing;
- \* write essays and research papers on a variety of topics;
- \* use correct grammar and appropriate language conventions in their written work.
- for specific expectations, refer to *The Ontario Curriculum, grades 11 & 12: French as a second language*

## 3. Learning Skills and Work Habits

Evaluated on Report Card as:

E (excellent); G (good); S (satisfactory); N (needs improvement)

The Learning Skills demonstrated by a student in every course are evaluated in the following six categories: Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-Regulation. The Learning Skills are evaluated using a four-point scale. The goal for each student is to improve Learning Skills which will translate into improved student's overall success.

In addition, completion of the assigned homework/assignments on time will contribute to student's success. We also know that regular attendance in all classes is essential for success; please avoid scheduling appointments during school time.

Students are expected to demonstrate academic honesty on all assignments, presentations, tests, and examinations. Students who cheat or plagiarize will receive a mark of zero for the assignment, presentation, test, or examination.

<b>Responsibility</b>	<p>The Student:</p> <ul style="list-style-type: none"> <li>- fulfils responsibilities and commitments within the learning environment;</li> <li>- completes and submits class work, homework, and assignments according to agreed-upon timelines;</li> <li>- takes responsibility for and manages own behaviour.</li> </ul>
<b>Organization</b>	<p>The Student:</p> <ul style="list-style-type: none"> <li>- devises and follows a plan and process for completing work and tasks;</li> <li>- establishes priorities and manages time to complete tasks and achieve goals;</li> <li>- identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks</li> </ul>
<b>Independent Work</b>	<p>The Student:</p> <ul style="list-style-type: none"> <li>- independently monitors, assesses, and revises plans to complete tasks and meet goals;</li> <li>- uses class time appropriately to complete tasks;</li> <li>- follows instructions with minimal supervision</li> </ul>
<b>Collaboration</b>	<p>The Student:</p> <ul style="list-style-type: none"> <li>- accepts various roles and an equitable share of work in a group;</li> <li>- responds positively to the ideas, opinions, values, and traditions of others;</li> <li>- builds healthy peer-to-peer relationships through personal and media-assisted interactions;</li> <li>- works with others to resolve conflicts and build consensus to achieve group goals;</li> <li>- shares information, resources, expertise and promotes critical thinking to solve problems and make decisions</li> </ul>
<b>Initiative</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>- looks for and acts on new ideas and opportunities for learning;</li> <li>- demonstrates the capacity for innovation and a willingness to take risks;</li> <li>- demonstrates curiosity and interest in learning;</li> <li>- approaches new tasks with a positive attitude;</li> <li>- recognizes and advocates appropriately for the rights of self and others</li> </ul>
<b>Self-Regulation</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>- sets own individual goals and monitors progress towards achieving them;</li> <li>- seeks clarification or assistance when needed;</li> <li>- assesses and reflects critically on own strengths, needs, and interests;</li> <li>- identifies learning opportunities, choices, and strategies to meet personal goals.</li> </ul>

#### 4. Teaching/Assessment and Evaluation Strategies – Course Work (70%)

Students will demonstrate achievement of all the overall expectations of the course. Missed and/or incomplete assignments will have an impact on the final grade where there are a significant number of curriculum expectations that have not been evaluated because of missed assignments. Timelines and units may be adjusted to accommodate student needs.

Unit #	Culminating Tasks	Achievement Chart Focus	Timelines
<b>Unit 1: Du Moyen Âge à nos jours</b>	<p>Students will research biographies of authors from various historical periods. They will write a comparative analysis of authors' backgrounds and philosophies, and identify the main themes in their works and relate authors' approaches to the nature of the societies of their time.</p> <p><b>End-of-unit test</b> on previous language structures, vocabulary of literary genres, and background information on various historical periods (e.g. Middle Ages, Renaissance, etc.).</p>	<ul style="list-style-type: none"> <li>- <b>Understanding</b> of content: customs, morals of the historical period.</li> <li>- <b>Thinking/Inquiry</b> skills (e.g. selecting resources, analysing and interpreting author's philosophies and backgrounds)</li> <li>- Written and oral <b>Communication</b> of information and ideas and use of language (e.g. organization, proper use of MLA format)</li> <li>- <b>Application</b> of knowledge and skills in familiar contexts (e.g. use of previous French knowledge and transfert of technology skills)</li> </ul>	8 weeks or as needed
<b>Unit 2: Auteurs, Genres et Oeuvres</b>	<p><b>Reading (3-circle Venn diagram)</b></p> <p>Students will compare and contrast the form and style of three different genres from various historical periods (one of them being the novel under study).</p> <p><b>Writing and Oral communication</b></p> <p>Students will write and present the personal diary of their chosen author.</p>	<ul style="list-style-type: none"> <li>- <b>Knowledge</b> of the characteristics and forms of various literary genres, and of the author's background, philosophy and style.</li> <li>- <b>Thinking</b> skills (e.g. comparing and contrasting various elements like the use of tenses, vocabulary, themes, and authors' styles.</li> <li>- Written and oral <b>Communication</b> of information and ideas. Use of language and format.</li> <li>- <b>Application</b> (e.g. making connections (between the political, socio-cultural, and economic contexts in which the author lived and in which the works were published.)</li> </ul>	6-8 weeks or as needed
<b>Unit 3: L'Eloquence, un art universel</b>	<p>Students will participate in formal and informal debates on issues arising from listening (audio texts) and reading selections (newspaper articles). They will write an essay to support a particular point of view.</p> <p><b>End-of-unit test</b> on language structures and characteristics of literary movements.</p>	<ul style="list-style-type: none"> <li>- <b>Knowledge</b> of the topic under discussion, argumentative/persuasive forms of communication.</li> <li>- <b>Inquiry</b> skills (e.g. analysing, interpreting, and forming conclusions)</li> <li>- Written and oral <b>Communication</b> of information and ideas and use of language (e.g. organizing ideas, use of language and oral communication skills)</li> <li>- <b>Application</b> (e.g. making connections (between personal experiences and other subjects)</li> </ul>	8-10 weeks or as needed

<b>Unit 4: La Créativité pour tous !</b>	<p><b>Various end-of-unit tasks:</b> in this unit, students will analyse and interpret complete works (e.g. plays, fables, and poems.) selected at the beginning of the school year. They will use figurative language to express imagination and fantasy in one of the following formats:</p> <ul style="list-style-type: none"> <li>- A poem</li> <li>- A monologue</li> <li>- A fable</li> </ul> <p><b>End-of-unit test</b> on language structures and vocabulary of plays, fables, and poems.</p>	<ul style="list-style-type: none"> <li>- <b>Knowledge</b> of the characteristics of the literary genre) and author's style and intent.</li> <li>- <b>Understanding</b> of the topics dealt with in specific historical periods (e.g. money and power in Moliere's works; opposition between rich and poor in La Fontaine's fables; corruption, curse, rebellion, etc. in Baudelaire's poems.)</li> <li>- Creative <b>thinking</b> skills (e.g. use of different forms to suit the purpose of the task)</li> <li>- <b>Communication</b> of information and ideas and use of language (e.g. use of language conventions in written communication tasks) and of proper format.</li> <li>- <b>Application</b> (e.g. making connections (between FSL and other subjects like Arts and Drama)</li> </ul>	8-10 weeks or as needed
<b>Portfolio</b>	Students will update their portfolios from September to April. They will be given the opportunity to revise and consolidate their language structures through free various forms of writing and over an extended period of time.	<ul style="list-style-type: none"> <li>- <b>Knowledge/understanding</b> of different language structures</li> <li>- Creative <b>thinking</b> skills (e.g. use of different forms to suit the purpose of the task)</li> <li>- Written <b>Communication</b> of information and ideas and use of language (e.g. use of various formats like poems, descriptive paragraphs, sketches, comic strips, etc.)</li> <li>- <b>Application</b> of language structures</li> </ul>	5-6 months

#### 4. Teaching/Assessment and Evaluation Strategies – Final Evaluation (30%)

Various resources and strategies will be used to accommodate different learning styles and various needs: brainstorming, debates, speeches and presentations, audio-visual strategies, memorization aids, class and group discussions, cooperative learning, dictations, story telling, games, songs, logical reasoning, note-taking, reading and writing strategies, journal of learning, technology/Internet-based strategies, use of analogies, etc.

All students must take part in the culminating activities for each course at every grade level of study. The purpose of the on-going formative assessment representing 10% of the term mark is to prepare students for their summative tasks and final evaluations. Students must use the on-going descriptive feedback provided for quizzes, class discussion, and proofreading sessions to set concrete goals and improve their learning.

Summative Tasks	Achievement Chart Focus	Weighting
<b>Unit 1: Du Moyen Âge à nos jours</b> <ul style="list-style-type: none"> <li>- Authors' biographies/ comparative analysis of authors' backgrounds and philosophies.</li> <li>- End-of-unit test on previous language structures and background information on various historical periods (e.g. Middle Ages, Renaissance, etc.).</li> </ul>	KU / Thinking / Oral + written communication / Application  KU / Thinking / written communication / Application	12%  8%
<b>Unit 2: Auteurs, Genres et Oeuvres</b> <ul style="list-style-type: none"> <li>- Excerpts from works in a variety of genres. Comparing and contrasting form and styles</li> <li>- Personal diary of an author.</li> </ul>	KU / Thinking / written communication / Application  KU / Thinking / written communication / Application	12%  12%
<b>Unit 3: L'Eloquence, un art universel</b> <ul style="list-style-type: none"> <li>- Debate</li> <li>- Essay</li> <li>- End-of-unit test on language structures and characteristics of literary movements.</li> </ul>	KU / Thinking / Oral + written communication / Application  KU / Thinking / written communication / Application  KU / Thinking / written communication / Application	8%  12%  8%
<b>Unit 4: La Créativité pour tous !</b> <ul style="list-style-type: none"> <li>- Various end-of-unit tasks               <ul style="list-style-type: none"> <li>- <b>End-of-unit test</b> on language structures and vocabulary of novels, plays, fables, and poems.</li> </ul> </li> </ul>	KU / Thinking / communication / Application  KU / Thinking / communication / Application	12%  8%
<b>Portfolio</b>	KU / Thinking / written communication / Application	10%

<b>Final evaluation</b> <b>Summative project</b>	KU / Thinking / Oral + written communication / Application	15%
<b>Exam</b> Language tenses covered, cultural background information from the Middel Ages to the present. Reading: works studied and sight passage.	KU / Thinking / written communication / Application	15%

5. Achievement Chart		
Achievement Categories For Course Work	Description	Weighting
Knowledge/Understanding	<ul style="list-style-type: none"> <li>- knowledge of facts and terms</li> <li>- understanding concepts, principles, and theories</li> <li>- understanding of relationships between concepts</li> </ul>	25 %
Thinking	<ul style="list-style-type: none"> <li>- critical thinking skills(analyzing, detecting bias)</li> <li>- creative thinking (problem solving)</li> <li>- inquiry skills (formulating questions; conducting research; analyzing, interpreting, and evaluating information; drawing conclusions)</li> </ul>	25 %
Communication	<ul style="list-style-type: none"> <li>- communication of information and ideas</li> <li>- use of visuals and technology – multimedia</li> <li>- oral communication (debates, discussions, listening skills, role-playing)</li> <li>- written communication (short essays, writing in role)</li> </ul>	25 + 25 %
Application	<ul style="list-style-type: none"> <li>- application of concepts, skills, and procedures</li> <li>- transfer of concepts, skills, and procedures to new ideas</li> <li>- making logical conclusions or generalizations</li> <li>- making predictions and planning course of action</li> </ul>	25 %
6. Term Grades for Provincial Reports		
<p><b>Term Grades for Provincial Reports throughout the Year</b></p> <p>The grade for each term/reporting period is based on the evaluations that have been conducted to that point in the course and will be preliminary and tentative. They will be based on the most consistent level of achievement to that point in time, but some of the overall expectations, strands, and units will not have been addressed. The students' grades will most likely change when the students' entire work is evaluated by the end of the course.</p> <p><b>Reporting Cycle</b></p> <p>Reporting Cycle 1: September 6<sup>th</sup> – November 11<sup>th</sup> Report Card – November 21<sup>st</sup></p> <p>Reporting Cycle 2: November 14<sup>th</sup> – January 24<sup>th</sup> Report Card – February 16<sup>th</sup></p> <p>Reporting Cycle 3: January 25<sup>th</sup> – March 30<sup>th</sup> Report Card – April 18<sup>th</sup></p> <p>Reporting Cycle 4: April 2<sup>nd</sup> – June 24<sup>th</sup> Final Report Card pick up from July 4<sup>th</sup>- 13th</p> <p>Review Days: June 25<sup>th</sup> and 26<sup>th</sup> (9-11 am only)</p>		

## **7. Communication**

In addition to class time, students can receive additional assistance from:

- Subject teachers before/after school, during lunch hour or by appointment;
- Homework Club - every Tuesday and Thursday from 3:20 – 4:30pm in room 223;
- French Club - every Monday at lunch time in room 212;
- FIFI - Find It Finish It from 8:35 – 9:35am on November 9<sup>th</sup>, January 25<sup>th</sup>, March 28<sup>th</sup>, and May 16<sup>th</sup>
- Websites:

<http://echangevirtuel.wikispaces.com/>

<http://travauxdeseleves.wikispaces.com/>